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ABSTRACT

A study was conducted to determine why judges voluntarily choose to participate in continuing judicial education programs, and to identify relationships between the factors and selected personal and professional characteristics of judges. Two instruments measuring participation reasons and personal characteristics were developed, validated, and mailed to all Michigan Trial Court judges (523), with responses received from 400 judges (76.5 percent). The respondents corresponded to the population sample in terms of representative characteristics, such as age, professional credentials, and so on. Three participation factors emerged as most meaningful: professional perspective, judicial competence, and collegial interaction. Correlations were found between these three participation reasons and several judicial characteristics. For example, sex of the judges was found to correlate with judicial competence, with female judges placing higher value on this reason than did male judges. The number of years since the judges received their law degrees was found to correlate with professional perspective (factors related to development of a professional identity as a judge). Another correlation was found between length of time on the bench and judicial competence. Implications of the research can be used by judicial educators to target their advertising to the motivations of the judges they seek to serve, taking into account the correlations between personal characteristics and participation factors. (KC)

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WHY JUDGES CHOOSE TO PARTICIPATE IN CONTINUING PROFESSIONAL EDUCATION

BY

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INTRODUCTION

The need for state trial judges to participate in continuing professional education has been well documented in the conclusions of numerous national commissions and study groups. In attempting to meet the continuing judicial education (CJE) needs of state court judges, thirty-three states have developed ongoing programs of judicial education with professional staffs planning and conducting such programs (Criminal Courts Technical Assistance Project, 1978). In addition, there are four well-established national level programs providing continuing judicial education for state court judges.

Each year thousands of judges all across the nation participate in programs either on a voluntary or mandatory basis. While judicial educators have speculated as to why judges participate in continuing education, and there exist numerous antecedotal reports by judges extolling their reasons for participation, there is a dearth of emperical research examining judges' motivations for participation in continuing professional education activities. This lack of research places the administrators of judicial education programs in a position of relying on untested assumptions about why judges participate.

It has generally been assumed by judicial educators that participation is primarily a function of the content of a program. As a result, judicial educators have concentrated on the assessment of content needs in formulating curricula and designing programs. However, practitioners of continuing professional education in other disciplines such as medicine, nursing, and business have recognized that the participation by professionals is a complex

phenomenon and goes beyond simply considering the appropriateness of, or interest in the content of a specific activity. In response to this recognition, a line of research has developed described as "research on reasons for participation in continuing professional education." It was the purpose of the study reported here to extend this line of research for the first time to judges as a professional group.

RESEARCH OBJECTIVES

The research question addressed in this study was, "What are the reasons, not related to the content presented, why Michigan judges voluntarily choose to participate in continuing judicial education programs?"

The specific research objectives of this study were:

1. to identify major factors which represent underlying dimensions of the reasons why judges voluntarily choose to participate in continuing judicial education programs, and
2. to identify relationships between the factors and selected personal and professional characteristics of judges.

THEORETICAL BACKGROUND

Substantial research has been conducted to identify the reasons why adults participate in general continuing education activities. This research resulted in a number of motivational theories as well as instruments designed to study participation. (Boshier, 1971; Burgess, 1971; Douglah, 1970; Houle, 1961; Scheffield, 1964)

As continuing professional education began to evolve during the mid-1960's, practitioners and researchers in the field became interested in the study of professionals' reasons for participation. It is not surprising that in some of the initial studies, methods and instruments designed for the study of participation in general adult continuing education were used to study professionals' participation in continuing education. (Bennett, 1968; Dickinson and Clark, 1975; O'Connor, 1979) However, after studying 23 professional groups, Houle (1980) concluded that continuing professional education is catagorically distinct from other forms of adult education and therefore its practitioners should be engaged in the development of a body of knowledge, inquiry, research and practice.

After analyzing the studies of professionals which attempted to apply theoretical constructs and instruments from general continuing education, Groteluschen, Harnish and Kenny (1979) observed that the research methodologies and instruments used in the study of adult education sampled too broad a range of individual motives to be of practical value in the study of professional's reasons for participation. They suggested that a conceptual model of participation in continuing professional education and the supporting research methods and instruments should be narrowly focused to promote the application of the research to practice of continuing professional education. To assist in the development of such a model, the Participation Reasons Scale was developed. The participation Reasons Scale has been tested and validated with groups of business professionals (Groteluschen, et al., 1979), physicians (Cervero, 1980) and veterinarians (Harnisch, 1980).

STUDY METHODS AND PROCEDURES

Instrument Development and Validation

The two instruments used in this study were a Judge Form of the Participation Reasons Scale and a Respondent Information Form. The Participation Reasons Scale (Judge Form) is a self-reporting instrument on which respondents rate the relative importance of 28 educational reasons for participation in continuing judicial education. The respondents were asked to rate the relative importance of each reason on a seven point scale, with a 1 being "not important" to a 7 being "extremely important." The Respondent Information Form was designed to elicit selected demographic, personal, and professional characteristics from the respondents.

The validation of the Participation Reasons Scale (PRS) has been, and is, an ongoing process which began with the construction of the original PRS and was continued as part of the modification and validation process described below for the Judge Form of the PRS. The original PRS was developed by Grotelueschen, Harnisch, and Kenny (1979) through a five-step process. First, a small group of adult researchers was asked to deliberate on the need and rationale for such an instrument and to suggest possible categories for item development. Next, a small sample of nurses, physicians and business executives completed an open-ended questionnaire which asked them to state their reasons for participation. Themes were developed from these responses and were compared with themes in the existing literature of participation. Items for each identified theme

were developed. This pool of items was administered to a group of professional nurses and an item analysis was conducted for each item. This original 19-item version of the PRS was administered to 404 business executives participating in continuing professional education activities held at the Executive Development Center at the University of Illinois.

The PRS has gone through a number of revisions during subsequent studies with the number of items ranging from 19 to 35. In these studies with physicians (Cervero, 1981) and veterinarians (Harnisch, 1980), the PRS has consistently yielded factors representing the underlying dimensions of reasons for participation in continuing professional education.

While the PRS has remained essentially the same for other studies, a substantial modification was necessary for this study to insure that the wording of the items was within the judicial frame of reference. In addition, the modification and validation process was conducted to respond to the concern that the generalized validity of the original PRS might be affected by the specific contextual factors associated with judges as a professional group.

The Judge Form of the PRS was developed with the direct assistance of Dr. Arden Grotelueschen, Director of the Center for the Study of Continuing Professional Education at the University of Illinois, Urbana-Champaign. A 30-item version of the PRS was used as a basis. Initially, several of the items were reworded to produce a draft form. For example, references to "clients" were changed to refer to "the public" or "the parties before me." A copy of the draft form was then reviewed by three

Illinois State trial court judges. It was also reviewed by a Michigan Supreme Court Justice and a Michigan Court of Appeals Judge, both of whom have had extensive trial court experience, as well as extensive involvement in judicial education activities. These reviewers suggested modifications of the items and recommended the elimination of two items which were, in their judgement, not valid within the contextual frame of reference for judges. This process produced the final version of the Judge Form of the Participation Reasons Scale.

A Respondent Information Form (RIF) was designed to elicit from the respondents selected demographic, personal and professional characteristics which are used to describe the respondent sample and to examine the relationship between these characteristics and empirically derived participation factors.

Survey Procedure

The Judge's Form of the PRS and the Respondent Information Form were mailed to all Michigan Trial Court judges. The instruments were accompanied by a cover letter from the Honorable James L. Ryan, Justice, Michigan Supreme Court, which explained the study and instructed the judges on completion and return of the instruments. To encourage respondents to return the instruments, a prepaid return envelope was enclosed. Due to the anonymous nature of the survey, it was impossible to determine who had not responded, therefore, no follow-up procedure was conducted.

Study Population and Respondent Sample

The population for this study consisted of those Michigan trial court judges who were officially serving in office on October 1, 1980 (N=523). Seven judgeships were vacant at the time of the study. The number of judges from each court type who received the survey questionnaire is reflected in Table 1.

A total of 400 judges responded to the survey. This represented an overall response rate of 76.5%. In order to assess the representative nature of the response, two known characteristics of the population, one personal and one professional, were selected and compared with the response frequency.

The known personal characteristic selected was age. The records of the Michigan State Court Administrative Office were used to acquire the information on this characteristic. This data was then compared with age as given by the respondents. Of the 400 respondents, three hundred ninety-seven (397) gave their age. This comparison using equal interval age cohorts for comparison is shown in Table 2. The mean age for the respondent sample, 51 years, compared favorable with the mean age of the judge population, 51.6 years.

The frequency of actual responses as compared with the estimated number of responses reflecting the representative nature of the respondent sample on the age characteristic is represented in Figure 1.

The professional characteristic selected was the court level on which the judge serves. Three hundred ninety-nine (399) of the 400 respondents indicated the court on which they currently serve. A comparison of the number of judges who serve on the

TABLE 1 -- Breakdown of Study Population By Court

Court Level	Number of Judges
Circuit Court	161
District Court	211
Probate Court	105
Detroit Recorder's Court	23
Recorder's Court Traffic and Ordinance Division	3
Detroit Common Pleas	12
Municipal	8
	523

TABLE 2 -- Age Comparison of Population
With Respondent Sample

Age	Population	Respondents	% of Response
31-39	77	64	83%
40-49	169	116	69%
50-59	157	130	83%
60+	120	87	73%
TOTAL	523	397	76%
Mean Age	51.6	51.0	

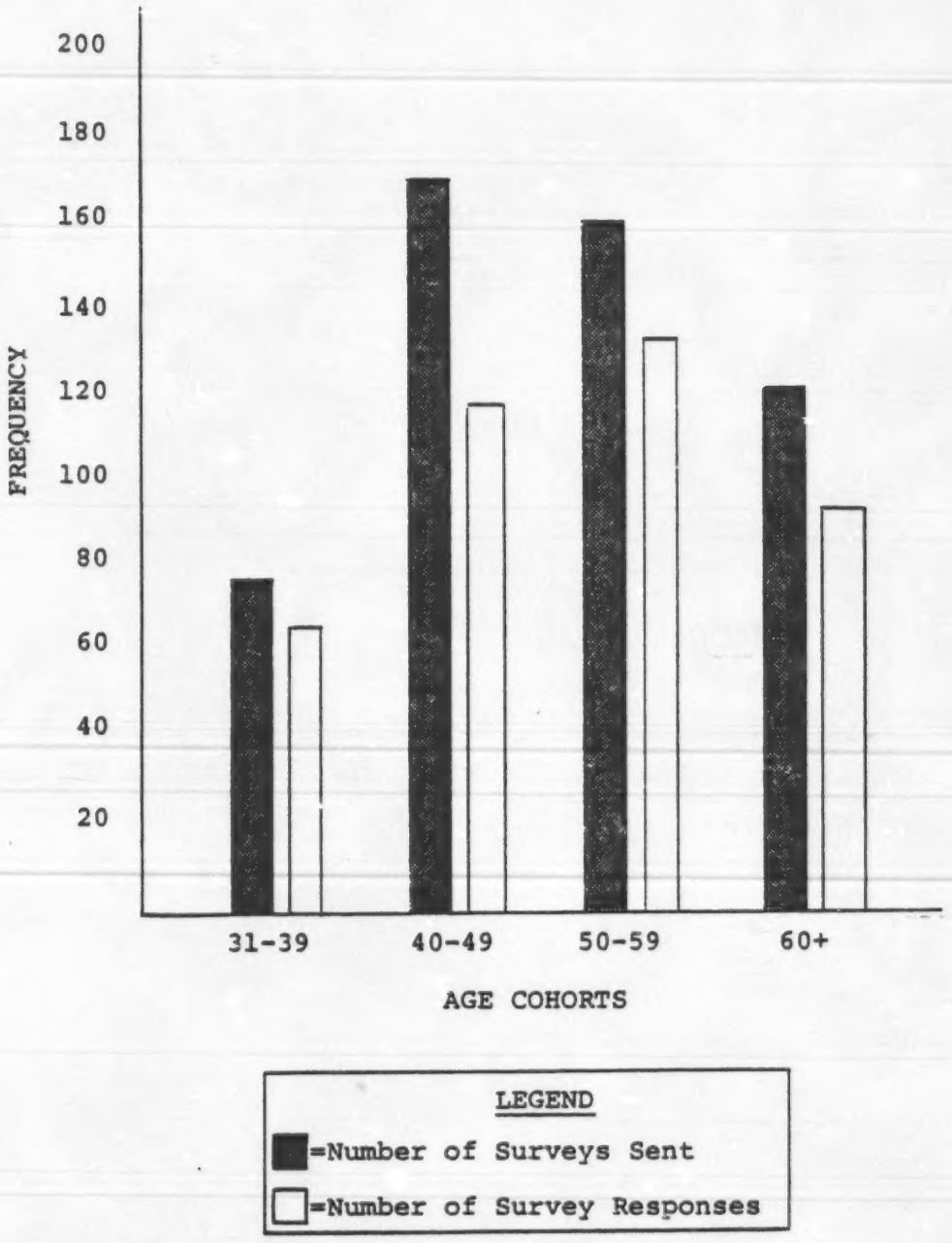

FIGURE 1 --Age Comparison of Population with Respondent Sample

various court levels with the frequency of respondents who serve on those courts is shown in Table 3. The response rate on this characteristic is graphically shown in Figure 2.

The overall response rate of 76%, as well as the high rate of response in each court level category with the exception of the Municipal Court level, indicated an acceptable response rate which on the whole was representative of the population (Babbie, 1973). The low response rate for municipal court judges can best be explained in light of the fact that, of all the judges in Michigan, they are the only group composed of part-time judges with small or virtually non-existent staffs. The implications of this response rate for municipal judges as it applies to the conclusions of this study is minimized since the municipal courts are being phased out of the court system. Based on the analysis of the two characteristics of age and court level served, the respondent sample was found to be representative of the population and the results of this study can be generalized to the population as a whole.

DATA ANALYSIS AND STUDY RESULTS

Description of Respondent Sample

Judges were asked to provide information about themselves and their level of past participation in continuing judicial education (CJE). This information was gathered on the Respondent

TABLE 3 -- Comparison of Population With Respondent Sample on Court Level Characteristic

COURT LEVEL	POPULATION	RESPONDENTS	% OF RESPONSE
Circuit Court	161	126	78%
District Court	211	157	74%
Probate Court	105	85	81%
Detroit Recorder's Court	23	15	65%
Recorder's Court Traffic and Ordinance Division	3	2	67%
Detroit Common Pleas	12	10	83%
Municipal Court	6	4	50%
TOTAL	523	399	76%

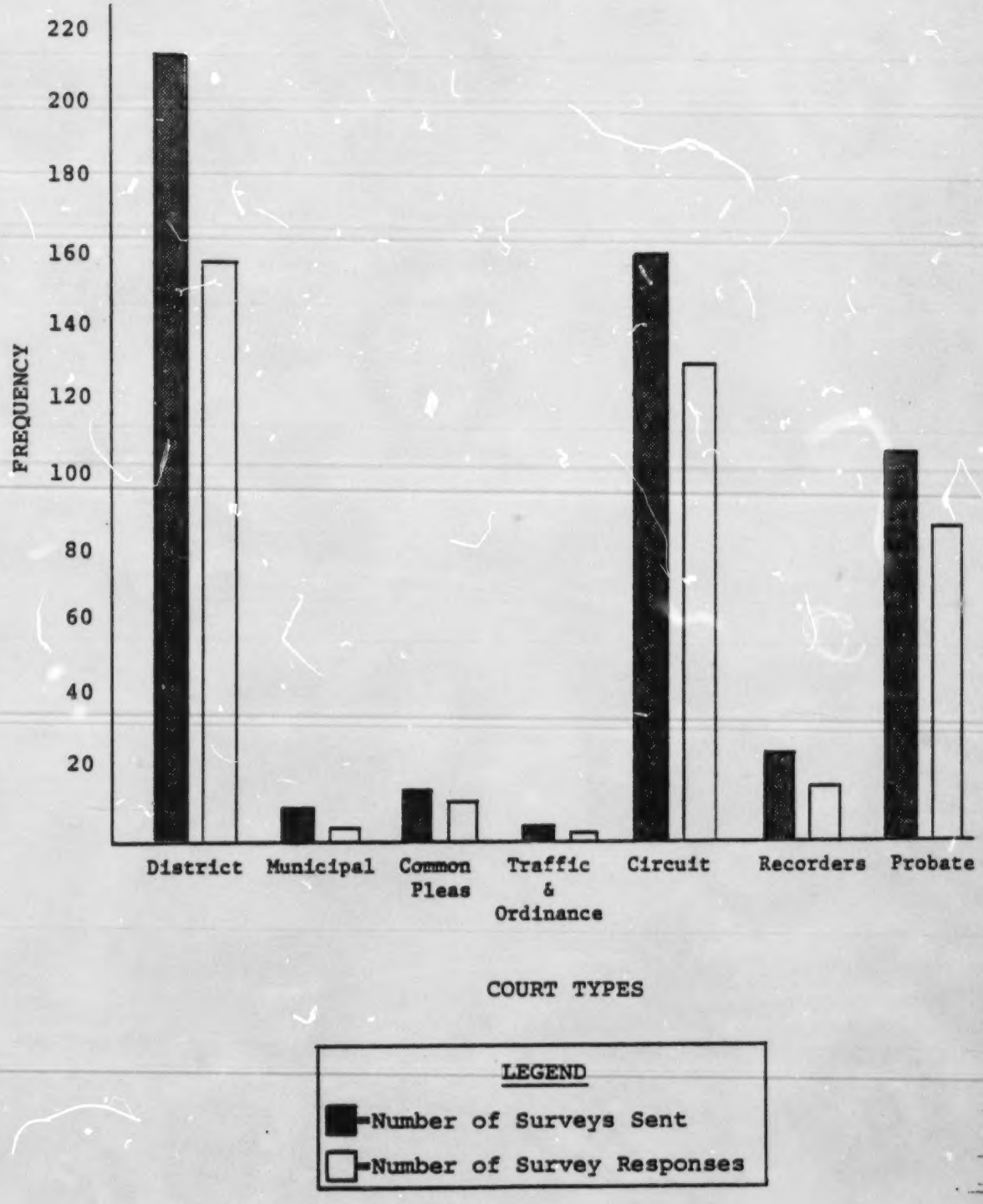

FIGURE 2 --Comparison of Population with Respondent Sample on Court Level Characteristic.

Information Form (RIF). A total of 400 judges completed the RIF. The response frequency for each characteristic is displayed in Table 4.

The majority of judges (57%) were over 50 years of age. Of the total 400 respondents, only 15 (4%) were women. This is reflective of the total population of judges in Michigan where 19 or 3% are women. The vast majority were married (90%).

Most of the responding judges (77%) received their law degrees since 1950. It is interesting to note that 59% had only been judges for 10 years and that three-fourths (76%) have assumed their current bench only within the last 10 years. Seventy-six percent (76%) of the judges reported that they serve in courts with five or fewer judges and 19% reported that they are the chief judge in multiple judge courts.

Analysis of Relative Importance Judges Placed on Reasons for Participation

The judges in this study were asked to respond to the PRS which contained 28 reasons for participation in continuing judicial education. On a seven-point scale ranging from 1 "not important" to 7 "extremely important," they rated the relative importance attached to each reason. The means, standard deviations, and percentage distribution of repsonses to each reason are shown in rank order in Table 5.

Seven reasons (numbers 16, 19, 1, 8, 25, 22, and 12) received mean scores of 6.00 or greater indicating a relatively high level of importance. With the rapid change in the law, it is not surprising that item number 16, "to help me keep abreast of new development in the law," received the highest mean score of 6.45.

TABLE 4 --Characteristics of Responding Judges. (N=400)

Characteristic	Frequency	Adjusted Proportion*
AGE		
31-39	64	.16
40-49	116	.29
50-59	130	.33
60 and above	87	.22
SEX		
Male	385	.96
Female	15	.04
CURRENT MARITAL STATUS		
Single	40	.10
Married	360	.90
YEAR LAW DEGREE RECEIVED		
1930 - 1939	[illegible]	.06
1940 - 1949	67	.17
1950 - 1959	135	.36
1960 - 1969	114	.30
1970 - 1979	41	.11
YEAR FIRST BECAME A JUDGE		
Prior to 1960	42	.11
1960 - 1964	28	.07
1965 - 1969	93	.23
1970 - 1974	83	.21
1975 - present	152	.38
DAYS PARTICIPATED IN CONTINUING JUDICIAL EDUCATION LAST YEAR		
0 - 2	73	.20
3 - 4	93	.25
5 - 6	88	.24
7 - 10	61	.16
11 and more	54	.15

Characteristic	Frequency	Adjusted Proportion*
YEAR FIRST ASSUMED CURRENT BENCH		
Prior to 1960	14	.04
1960 - 1964	18	.04
1965 - 1969	95	.24
1970 - 1974	76	.19
1975 - 1977	112	.28
1978 - present	83	.21
COURT CURRENTLY SERVING		
District	157	.39
Municipal	4	.01
Common Pleas	10	.03
Traffic & Ord. Div. Recorder's Court	2	.01
Circuit	126	.32
Recorder's Court	15	.04
Probate	85	.21
NUMBER OF JUDGES IN COURT		
1	116	.29
2	86	.22
3 - 5	97	.25
6 - 15	57	.14
16 and above	44	.11
CHIEF JUDGE		
Yes	75	.19
No	322	.81
DAYS PARTICIPATED IN CONTINUING JUDICIAL EDUCATION LAST 3 YEARS		
0 - 4	29	.06
5 - 9	55	.16
10 - 14	74	.20
15 - 19	62	.18
20 - 24	40	.11
25 or more	97	.27

*% may not = 100 due to rounding

TABLE 5 --Means, Standard Deviations, Percentage Distribution of Responses to Each Reason in Rank Order

Rank	Reason Number	Reason	Percentage Distribution: Not Important 1	2	Moderately Important 3	4	5	Extremely Important 6	7	Mean	S.D.
1	16	To help me keep abreast of new developments in the law	0	1	0	2	8	26	63	6.47	0.86
2	19	To help me be more competent in my judicial work	2	1	0	3	8	26	59	6.30	1.20
3	1	To further match my knowledge or skills with the demands of my judicial activities	1	1	2	5	10	23	58	6.23	1.16
4	8	To better respond to the questions of law presented to me	1	1	2	6	11	27	53	6.17	1.12
5	25	To develop proficiencies necessary to maintain quality performance	1	0	2	6	11	33	48	6.14	1.11
6	27	To maintain the quality of my judicial service	1	1	1	7	11	31	47	6.08	1.18
7	12	To increase my proficiency in applying legal principles	2	1	2	8	10	32	45	6.00	1.28
8	14	To develop new professional knowledge and skills	1	2	1	9	14	31	42	5.94	1.26
9	17	To help me improve the quality of service being rendered to the public	1	1	2	7	17	28	43	5.94	1.25
10	23	To improve my individual service to the public as a jurist	2	2	2	8	15	31	41	5.90	1.31
11	3	To help me be more productive in my professional role	2	3	2	11	16	27	40	5.77	1.39
12	5	To maintain my current abilities	1	2	4	13	19	28	34	5.64	1.37
13	2	To mutually exchange thoughts with other judges	1	4	8	20	23	21	23	5.14	1.46
14	10	To learn from the interaction with other judges	2	5	9	18	23	25	18	5.04	1.50

TABLE 5 --Continued.

Rank	Reason Number	Reason	Percentage Distribution (con't.) Not Important 1	2	Moderately Important 3	4	5	Extremely Important 6	7	Mean	S.D.
15	4	To enable me to better meet the public's expectations	5	6	13	23	17	15	20	4.66	1.74
16	15	To sharpen my perspective of my professional role	7	9	9	23	18	19	15	4.50	1.77
17	28	To reflect on the value of my judicial responsibilities	13	8	10	19	18	17	15	4.32	1.94
18	21	To be challenged by the thinking of my judicial colleagues	10	8	9	21	26	17	9	4.32	1.72
19	6	To relate my ideas to those of my professional peers	8	11	12	20	24	17	9	4.27	1.70
20	24	To consider the limitations of my role as a judge	10	12	12	21	19	14	11	4.16	1.79
21	18	To assess the direction in which my profession is going	10	11	12	25	19	14	9	4.10	1.73
22	9	To review my commitment to my profession	14	12	12	18	18	16	10	4.06	1.89
23	11	To help me develop leadership capabilities for my profession	12	12	11	24	22	11	8	3.98	1.74
24	7	To maintain my identity with my profession	12	13	13	24	19	13	7	3.90	1.74
25	22	To enhance the image of my profession	15	11	12	23	17	12	10	3.93	1.88
26	13	To consider changing the emphasis of my present judicial assignment	28	17	14	18	11	6	5	3.04	1.81
27	26	To enhance my individual security in my present judicial office	39	14	13	15	10	5	5	2.75	1.83
28	20	To increase the likelihood of advancement to a higher judicial office	48	14	11	13	8	3	2	2.35	1.64

Items 26, "to enhance my individual security in my present judicial office," and 20, "to increase the likelihood of advancement to a higher judicial office," ranked relatively low. It should, however, be noted that while these items ranked lowest in relative importance, a substantial percentage of judges rated these items moderately to extremely important For item 26, 48% gave this a score of 3 or higher. For item 20, 37% gave a score of 3 or higher. This would indicated that some judges do attach importance to these reasons for participation.

Factor Analysis of Participation Reasons

Gorsuch (1974) suggests that one of the objectives of science is to examine the relationship between events or variables in an effort to summarize those interrelationships "in a concise but accurate manner. This is often achieved by including the maximum amount of information...in as few derivable variables, or factors, as possible to keep the solution understandable" (p. 2).

In order to determine whether or not there existed empirically identifiable underlying patterns of relationships in the judges' responses to the PRS, a factor analysis was conducted. These empirically identifiable relationships, referred to as "participation factors" in this study, theoretically represent the dimensions underlying judges' reasons for participation in CJE.

The first step in the factor analysis was the preparation of a correlation matrix consisting of Pearson product moment correlation coefficients. Missing responses by judges to participation reasons were handled by the listwise deletion

method. This causes a "case to be omitted from the calculation of all coefficients when that case contains a missing value" on any of the items (Kim, p.504). This method was selected because it is preferred and insures "that the factor analysis is conducted on the same number of cases" (Kim, p. 505).

The resulting correlation matrix was analyzed using the Factor Analysis of Covariance Matrix with Multiple Variances technique. The eigenvalues produced from this analysis were used as an indicator of the potential numbers of factors to be found in the matrix. Three eigenvalues greater than 1.0 emerged. This suggested a three-factor solution was likely to produce the best fit.

Following currently accepted practice, an orthogonal followed by an oblique rotation of factors was conducted. This was done because "the orthogonal solution is used as a basis for creating an ideal oblique solution" (Gorsuch, 1974, p. 197). The Varimax Procedure was used to accomplish the orthogonal rotation followed by an oblique rotation to a final solution using the Direct Artificial Personal Probability Factor Rotation (DAPPFR) method.

Two-, three-, four-, and five-factor solutions using the Varimax orthogonal rotation method were attempted. A three-factor solution was found to provide the best fit to the data (Gorsuch, 1974, pp. 131-133; 57-60). The resulting three-factor solution with the items loading on each factor and the factor loadings for each item are shown in Table 6.

This orthogonal rotation provided the basis for the oblique rotation to a final solution. The oblique rotation

TABLE 6 -Factor Loading From Orthogonally Rotated Three-Factor Solution

REASON NUMBER	REASON	FACTOR 1	FACTOR 2	FACTOR 3
4.	To enable me to be more productive in my professional role...	.50*	.43	.17
7.	To maintain my identity with my profession.....	.57*	.10	.39
9.	To review my commitment to my profession.....	.73*	.12	.14
11.	To help me develop leadership capabilities for my profession.	.69*	.15	.21
13.	To consider changing the emphasis of my present judicial assignment.....	.68*	.04	.13
15.	To sharpen my perspective of my professional role.....	.72*	.25	.11
18.	To assess the direction in which my profession is going.....	.70*	.28	.14
20.	To increase the likelihood of advancement to a higher judicial office.....	.46*	.02	.04
22.	To enhance the image of my profession.....	.58*	.29	.15
24.	To consider the limitations of my role as a judge.....	.54*	.32	.21
26.	To enhance my individual security in my present judicial office.....	.53*	.12	.10
28.	To reflect on the value of my judicial responsibilities.....	.68*	.28	.09
1.	To further match my knowledge or skills with the demands of my judicial activities.....	.22	.43*	.03
3.	To help me be more productive in my professional role.....	.36	.53*	.09
5.	To maintain my current abilities.....	.31	.45*	.05
8.	To better respond to the questions of law presented to me....	.05	.69*	.09
12.	To increase my proficiency in applying legal principles.....	.18	.70*	.00
14.	To develop new professional knowledge and skills.....	.17	.54*	.04
16.	To help me keep abreast of new developments in the law.....	.04	.67*	.09
17.	To help me improve the quality of service being rendered to the public.....	.29	.70*	.08
19.	To help me be more competent in my judicial work.....	.08	.79*	.03
23.	To improve my individual service to the public as a jurist...	.22	.70*	.08
25.	To develop proficiencies necessary to maintain quality performance.....	.04	.81*	.08
27.	To maintain the quality of my judicial service.....	.17	.71*	.04
2.	To mutually exchange thoughts with other judges.....	.14	.00	.81*
6.	To relate my ideas to those of my professional peers.....	.37	.05	.63*
10.	To learn from the interaction with other judges.....	.18	.11	.80*
21.	To be challenged by the thinking of my judicial colleagues...	.26	.19	.55*

* Items Loading on a Factor

produced the same three-factor solution with the same items loading on factors 1, 2, and 3. Table 7 reflects the factor loadings for each item as a result of the oblique rotation. An examination of Table 7 indicates a clear loading of items on the three factors with no double loading of items on any factor. A factor loading of .40 or greater indicates a significant loading of an item on a factor (Gorsuch, Chapter 10).

After examining the items which loaded on the three factors, the factors which represent underlying pattern of responses to reasons for participation were given the following names:

Factor I - Professional Perspective (12 items)
Factor II - Judicial Competence (12 items)
Factor III - Collegial Interaction (4 items)

The factor identifications and the items loading on each factor along with their respective means and standard deviations are given in Table 8.

Factor Descriptions

Factor I: Professional Perspective. Twelve (12) participation reasons loaded on this factor. The majority of the items loading on this factor scale were associated with the professional role of the judge. Items such as "to assess the direction my profession is going," "to review my commitment to my profession," and "to maintain my identity with my profession" characterize this factor. This factor suggests that judges participate out of a need to continually reinforce their identity with their profession, to assess the role they play in that profession, and, to a lesser degree, reflect on their own specific judicial assignment.

TABLE 7 --Factor Loading from Oblique Rotation To Three-Factor Solution

REASON NUMBER	REASON	FACTOR 1	FACTOR 2	FACTOR 3
4.	To enable me to be more productive in my professional role...	.45*	.34	.06
7.	To maintain my identity with my profession.....	.55*	.02	.20
9.	To review my commitment to my profession.....	.76*	-.03	-.01
11.	To help me develop leadership capabilities for my profession.	.70*	.12	.07
13.	To consider changing the emphasis of my present judicial assignment.....	.72*	-.10	.01
15.	To sharpen my perspective of my professional role.....	.74*	.11	-.02
18.	To assess the direction in which my profession is going.....	.71*	.15	.01
20.	To increase the likelihood of advancement to a higher judicial office.....	.52*	-.08	-.05
22.	To enhance the image of my profession.....	.59*	.17	.04
24.	To consider the limitations of my role as a judge.....	.51*	.21	.09
26.	To enhance my individual security in my present judicial office.....	.55*	.01	-.01
28.	To reflect on the value of my judicial responsibilities.....	.69*	.15	-.05
1.	To further match my knowledge or skills with the demands of my judicial activities.....	.18	.40*	-.03
3.	To help me be more productive in my professional role.....	.29	.48*	.01
5.	To maintain my current abilities.....	.27	.43*	-.03
8.	To better respond to the questions of law presented to me....	-.07	.71*	.05
12.	To increase my proficiency in applying legal principles.....	.10	.69*	-.07
14.	To develop new professional knowledge and skills.....	.10	.53*	-.02
16.	To help me keep abreast of new developments in the law.....	-.07	.69*	.05
17.	To help me improve the quality of service being rendered to the public.....	.20	.67*	-.01
19.	To help me be more competent in my judicial work.....	-.03	.82*	-.02
23.	To improve my individual service to the public as a jurist...	.12	.68*	.01
25.	To develop proficiencies necessary to maintain quality performance.....	-.10	.84*	.03
27.	To maintain the quality of my judicial service.....	.07	.70*	-.02
2.	To mutually exchange thoughts with other judges.....	.01	-.05	.83*
6.	To relate my ideas to those of my professional peers.....	.23	-.05	.58*
10.	To learn from the interaction with other judges.....	.04	.05	.81*
21.	To be challenged by the thinking of my judicial colleagues...	.16	.12	.52*

* Items loading on a Factor

TABLE 8 --Three Factor Scale With Loading Items, Means, and Standard Deviations. (N=398)

Factor Loading	Reason Number	Reason	Mean	S.D.
		Factor I: Professional Perspective		
.45	4	To enable me to better meet the public's expectations	4.66	1.74
.55	7	To maintain my identity with my profession	3.90	1.74
.76	9	To review my commitment to my profession	4.06	1.89
.70	11	To help me develop leadership capabilities for my profession	3.98	1.74
.72	13	To consider changing the emphasis of my present judicial assignment	3.04	1.81
.74	15	To sharpen my perspective of my professional role	4.50	1.77
.71	18	To assess the direction in which my profession is going	4.10	1.73
.52	20	To increase the likelihood of advancement to a higher judicial office	2.35	1.64
.59	22	To enhance the image of my profession	3.93	1.88
.51	24	To consider the limitations of my role as a judge	4.16	1.79
.55	26	To enhance my individual security in my present judicial office	2.75	1.83
.69	28	To reflect on the value of my judicial responsibilities	4.32	1.94

TABLE 8 --Continued.

Factor Loading	Reason Number	Reason	Mean	S.D.
		Factor II: Judicial Competence		
.40	1	To further match my knowledge or skills with the demands of my judicial activities	6.23	1.16
.48	3	To help me be more productive in my professional role	5.77	1.39
.43	5	To maintain my current abilities	5.64	1.39
.71	8	To better respond to the questions of law presented to me	6.17	1.12
.69	12	To increase my proficiency in applying legal principles	6.00	1.28
.53	14	To develop new professional knowledge and skills	5.94	1.25
.69	16	To help me keep abreast of new developments in the law	6.47	.86
.67	17	To help me improve the quality of service being rendered to the public	5.94	1.25
.82	19	To help me be more competent in my judicial work	6.30	1.20
.68	23	To improve my individual service to the public as a jurist	5.90	1.31
.84	25	To develop proficiencies necessary to maintain quality performance	6.14	1.11
.70	27	To maintain the quality of my judicial service	6.08	1.18

TABLE 8 --Continued.

Factor Loading	Reason Number	Reason	Mean	S.D.
		Factor III: Collegial Interaction		
.83	2	To mutually exchange thoughts with other judges	5.14	1.46
.58	6	To relate my ideas to those of my professional peers	4.27	1.70
.81	10	To learn from the interaction with other judges	5.04	1.50
.52	21	To be challenged by the thinking of my judicial colleagues	4.32	1.72

Factor II: Judicial Competence. The need to maintain an acceptable level of competence and develop new judicial skills characterized the twelve (12) items which loaded on this factor. This is exemplified by such items as "to help me be more competent in my judicial work," "to develop proficiencies necessary to maintain quality performance," and "to keep abreast of new developments in the law." The mean scores of the items loading on this factor were all greater than 5.5 indicating that all of the items were believed to be very important reasons for participation.

Factor III: Collegial Interaction. All four (4) of the participation reasons loading on this factor were related to a need for interaction with other judges and to mutually exchange ideas and thought, as well as the need to be challenged by the thinking of other judges. This interaction with colleagues is purposive from the educational, as well as professional practice standpoint.

Factor Scale Reliability

In order to establish the reliability of the three factor scales which emerged, Cronbach's coefficient alpha estimates of scale reliability were computed. Coefficient alpha is the mean of all possible split-half correlation coefficients (Cronbach, 1951). It is used as a measure of the internal consistancy of responses to each item of a scale across all respondents for scales where respondents may place a different numerical score on an item (Grotelueschen et al., 1979, p. 7). The means, standard deviations, and coefficient alpha for each factor scale are reflected in Table 9.

The results of this analysis indicated high factor scale reliability estimates for each of the factors scales.

TABLE 9 -- Estimates of Scale Reliability (Coefficient Alpha), Means and Standard Deviations for the Three Participation Reason Factors. (N=398)

Factor Scale	Coefficient Alpha	Mean	S.D.
I. Professional Perspective	.90	3.80	1.24
II. Judicial Competence	.90	6.05	.84
III. Collegial Interaction	.83	4.69	1.29

Analysis of Relationship Between Judicial Characteristics and Participation Factors

An analysis of the relationships between judicial characteristics and the previously identified participation reasons factor scales was conducted. The judicial characteristics examined were: age, sex, marital status, number of years since law degree was received, tenure as a judge, tenure on current bench, number of judges in the court, court currently served, and current service as a chief judge in a multiple judge court.

All of the characteristics were subjected to both correlational and discriminant analysis with the exception of the characteristic of sex and court level currently served. In the case of the sex characteristic, only a correlational analysis was conducted. The small number of women judges precluded a meaningful discriminant analysis. In the case of the court level characteristic, a correlational analysis was not conducted since this variable could not be converted into a continuous, dichotomous or equal interval variable. It was, however, the subject of discriminant analysis.

Pearson product moment correlation coefficients were computed for purposes of the correlational analysis. The discriminant analysis for each characteristic was conducted by using the factor scale scores as the dependent and discriminating variables. The factor scale scores were computed by summing the value assigned by a respondent to each item loading on a factor scale and dividing the total by the number of items which loaded on that factor scale. Both univariate and multivariate F-ratios were computed. A stepwise discriminant function analysis was conducted when significant multivariate F-ratio ($p < .05$) emerged.

The results of the correlational and discriminant analysis as it relates to each judicial characteristic is summarized in Table 10.

Nonsignificant Results. The correlational and discriminant analysis failed to yield significant results in the tests of relationships between the three factor scales and the judicial characteristics of age, marital status, tenure as a judge, number of judges in the court, and status of respondents as chief judge in a multi-judge court.

While the statistical tests used here to examine the relationship between these characteristics and the three factor scales did not yield significant results, caution must be used in stating that no relationship exists. This study was unable to identify any existing relationship within the constraints of this research design.

Significant Findings. The correlational and discriminant analyses resulted in identifying relationships between several of the judicial characteristics and the three participation reason factor scales.

The sex of the responding judges was found to correlate with Factor Scale II: Judicial Competence. The direction of the correlation indicated that female judges placed higher value on the participation reasons associated with this scale than did male judges. Further examination of this result was not conducted using discriminant analysis because the relatively low number of female judges in the population and responding sample prohibited a powerful test using discriminant analysis.

TABLE 10 -- Summary of Correlational and Discriminant Analyses

Characteristic Variable	Correlational Analysis	Discriminant Analysis	
		Univariate	Multivariate
Age	N.S.	N.S.	N.S.
Sex	S(II)	N.C.	N.C.
Marital Status	N.S.	N.S.	N.S.
Years Since Law Degree	S(I)	N.S.	N.S.
Tenure	N.S.	N.S.	N.S.
Tenure on Current Bench	S(II)	S(II)	N.S.
Court Level Served	N.C.	N.S.	S
Number of Judges in Court	N.S.	N.S.	N.S.
Status as Chief Judge	N.S.	N.S.	N.S.

N.S. = Non-Significant

S = Significant ($p \leq .05$)

N.C. = Analysis not conducted

(I, II, III) = Factor Scale

The number of years since the responding judges received their law degrees was found to be significantly correlated with Factor Scale I: Professional Perspective. This factor scale is composed of items related to the development of a professional identity as a judge. The direction of the correlation suggests that more recent graduates from law school are more oriented to the reasons associated with this factor scale. The results of the discriminant analysis were, however, inconclusive in that none of the three factor scales significantly discriminated among the groupings of respondents.

The respondents' tenure on their current bench significantly correlated with Factor Scale II: Judicial Competence. The direction of the correlation suggested that judges newer to their present bench placed greater importance on the items associated with this factor scale than did those with longer tenure on their current bench. In conducting the discriminant analysis, it was found that Factor Scale II significantly discriminated among the groups of judges based on this characteristic. The post hoc analysis and examination of group means suggested that judges with 1-2 years of tenure on their current bench placed higher importance on the reasons associated with the Judicial Competence Factor Scale than did judges of 10-14 years on their current bench.

The court level at which the responding judges served was found to be significantly related to the participation factor scales. The stepwise discriminant function analysis of this characteristic resulted in the identification of a significant function composed of Factor Scale I: Professional Perspective; and Factor Scale III: Collegial Interaction. An examination of

the group centroids for this function suggested that Recorder's Court judges significantly differ from all other groups of judges in their orientation toward the Professional Perspective Factor Scale.

DISCUSSION

Research Limitations

The PRS used in this study was developed to assess reasons for participation which are directly related to the professional development of the participants. While there might be reasons for participation which are personal in nature, identifying those reasons would be of limited value to judicial education administrators (Grotelueschen, et al., 1979). Therefore, this study was intentionally limited to identifying those reasons for participation which were educational in nature and those which were directly related to the participant's role as a professional.

For purposes of this study, the PRS was administered to all judges in the state of Michigan. The judges were asked to respond to the reasons for participation in Continuing Judicial Education (CJE) as a general proposition. This approach was used, as opposed to administering the PRS to judges in attendance at a program of continuing education as was the case in the studies of business professionals (Grotelueschen, et al., 1979) and physicians (Cervero, 1981). Had the PRS been administered while judges were participating at a specific continuing education program, the results would have in all likelihood, been influenced by the participants' reasons for participation in that particular program. This approach would have merit if the objective of the research was to use a particular continuing education activity as the unit of analysis. It was, however, the objective of this research to identify reasons for participation independent of a specific continuing education program or activity.

Generalization of Results

The population of this study and the extent to which the results are generalizable to other groups of judges deserves discussion. The population of this study consisted of Michigan trial court judges. No attempt was made to select a random sample, but rather the survey instruments were sent to the entire population. A post hoc analysis of the representative nature of the responding sample suggested that it was sufficiently representative of the population of Michigan judges serving at the time the survey was conducted.

Because a specific group of judges was surveyed at a particular point in time, the generalizability of this study may become invalid over time. In addition, caution must be exercised in attempting to generalize the findings to any group of judges other than those in Michigan.

Implications for Judicial Educators

The results of this study have major implications for the way in which judicial education programs are designed. Judicial educators have generally narrowed their focus in program design to the best way of meeting the content needs of judges. The results indicate that judges participate for reasons which are not necessarily wholly dependent on the content of the program.

While content is important and is probably closely aligned to the reasons associated with the Judicial Competence factor scale, program design must also pay adequate attention to meeting the needs of judges by allowing for constructive interaction and learning from their colleagues.

In addition, program design must attend to those needs of judges which are associated with the Professional Perspective factor scale. Continuing Judicial Education activities must be consciously designed to allow judges the opportunity to develop a perspective of their professional role, review their commitment to their profession and to develop leadership capabilities in their profession.

The results of this study can be used by judicial educators to analyze existing programs to determine if the programs address the participation factors identified. The results, therefore, provide a framework for the design of a comprehensive system of CJE which meets all the motivational needs of judges.

The findings also suggest that within an audience of judges, the reasons for their participation were related in various ways to the personal and professional characteristics of sex, years since law degree received, tenure on current bench and court level currently served. If information related to these characteristics was gathered from judges prior to their attendance at a specific CJE activity, it would be possible to profile that audience in terms of their orientations to the three identified participation factors. This would be of assistance in designing the program to meet those needs. It would also assist those who were teaching in the programs by alerting them to the primary reasons why the participants were attending that particular program.

Finally, there are major implications for the way in which judicial educators advertise their program offering. Communications with judges about programs should include references

to the way in which the program will address the reasons for participation identified in this study. This is of particular importance in states where participation is voluntary. Such an advertising approach could assist in maximizing participation.

Applications

The results of this study are in various stages of application by the Michigan Judicial Institute, the continuing education arm of the Michigan Supreme Court.

With respect to the use of the results in advertising, the promotional material now published by the Institute emphasizes that the programs of the Institute are designed to meet the three major participation reason factors identified in the study.

We now consciously analyze all seminars and courses to insure that the design allows for the further development of judicial knowledge and skills, provides judges with structural meaningful opportunities to interact with their colleagues on meaningful issues. We also attempt in each seminar to provide courses on topics which allow judges to examine their professional responsibility. For example, in our annual regional seminars we are for the first time examining the issue of judicial ethics and conduct and in a three-day traffic adjudication seminar for district judges we are examining the judges' role in managing the traffic crash risk, which is a totally new perspective for judges.

Finally, we are developing a system which will allow us to profile the participants ahead of time and inform those who participate as teachers and discussion group leaders of the primary reasons why specific groups of judges are likely to be participating in a particular seminar. We propose then to discuss with

the faculty specific ways in which presentation will be designed to meet those needs.

Implications for Future Research

Further research of the reasons why judges participate in CJE should include comparable studies in other states to determine if the reasons for participation vary depending on the overall judicial environment of a state. For example, studies should be conducted in states where judges are appointed instead of elected. Of particular interest, would be a study to compare states where mandatory CJE exists with states such as Michigan where CJE is voluntary. Such studies should include an empirical analysis comparing the clustering of participation reasons into participation factors. This would allow more than an intuitive conclusion about the similarity of participation factors which emerge.

Research should also be conducted where the unit of analysis is the specific continuing education activity. By administering the PRS to judges at a variety of programs, and holding the program constant as the unit of analysis, it would be possible to determine whether or not reasons for participation vary with the type of program being attended.

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APPENDIX A

PARTICIPATION REASONS SCALE (JUDGE FORM)

APPENDIX A

PARTICIPATION REASONS SCALE

(Judge Form)

There are many reasons for participating in continuing professional education activities. The following items are designed so that you can indicate the relative importance of the general reasons you might have for participating in a continuing judicial education activity. For each item circle the numeral which best represents the degree of importance you attach to each reason.

Reason	Not important			Moderately important			Extremely important
1. To further match my knowledge or skills with the demands of my judicial activities	1	2	3	4	5	6	7
2. To mutually exchange thoughts with other judges	1	2	3	4	5	6	7
3. To help me be more productive in my professional role	1	2	3	4	5	6	7
4. To enable me to better meet the public's expectations	1	2	3	4	5	6	7
5. To maintain my current abilities	1	2	3	4	5	6	7
6. To relate my ideas to those of my professional peers	1	2	3	4	5	6	7
7. To maintain my identity with my profession	1	2	3	4	5	6	7
8. To better respond to the questions of law presented to me	1	2	3	4	5	6	7
9. To review my commitment to my profession	1	2	3	4	5	6	7
10. To learn from the interaction with other judges	1	2	3	4	5	6	7
11. To help me develop leadership capabilities for my profession	1	2	3	4	5	6	7
12. To increase my proficiency in applying legal principles	1	2	3	4	5	6	7
13. To consider changing the emphasis of my present judicial assignment	1	2	3	4	5	6	7
14. To develop new professional knowledge and skills	1	2	3	4	5	6	7
15. To sharpen my perspective of my professional role	1	2	3	4	5	6	7
16. To help me keep abreast of new developments in the law	1	2	3	4	5	6	7
17. To help me improve the quality of service being rendered to the public	1	2	3	4	5	6	7
18. To assess the direction in which my profession is going	1	2	3	4	5	6	7
19. To help me be more competent in my judicial work	1	2	3	4	5	6	7
20. To increase the likelihood of advancement to a higher judicial office	1	2	3	4	5	6	7
21. To be challenged by the thinking of my judicial colleagues	1	2	3	4	5	6	7
22. To enhance the image of my profession	1	2	3	4	5	6	7
23. To improve my individual service to the public as a jurist	1	2	3	4	5	6	7
24. To consider the limitations of my role as a judge	1	2	3	4	5	6	7
25. To develop proficiencies necessary to maintain quality performance	1	2	3	4	5	6	7
26. To enhance my individual security in my present judicial office	1	2	3	4	5	6	7
27. To maintain the quality of my judicial service	1	2	3	4	5	6	7
28. To reflect on the value of my judicial responsibilities	1	2	3	4	5	6	7

(over please)

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APPENDIX B

RESPONDENT INFORMATION FORM

APPENDIX B

RESPONDENT INFORMATION FORM

Directions: This form is designed to obtain descriptive information from judges so that a greater understanding might be obtained about their participation in continuing education activities. Most responses will only require a check [√] in the appropriate set of brackets. All responses will be kept confidential. Thank you for your assistance.

1. Your age? _____ years

2. Your sex?
   - Male .....1 [ ]
   - Female .....2 [ ]

3. Current marital status?
   - Single .....1 [ ]
   - Married .....2 [ ]

4. Year law degree received? _____

5. What degrees other than the law degree have you earned beyond the bachelor's?

   _____

6. Year you first became a judge?

   _____

7. Year you first assumed your current bench?

   _____

8. Court you currently serve?
   - District .....1 [ ]
   - Municipal .....2 [ ]
   - Common Pleas .....3 [ ]
   - Traffic & Ordinance Division of Recorder's Court .....4 [ ]
   - Circuit .....5 [ ]
   - Recorder's Court .....6 [ ]
   - Probate .....7 [ ]

9. Number of judges in your court?

   _____

10. Are you Chief Judge of your court?
    - Yes .....1 [ ]
    - No .....2 [ ]

11. How many days of continuing judicial education do you estimate you have participated in during:
    - The last year: _____ days
    - The last 3 years: _____ days

APPENDIX C

COVER LETTER FROM JUSTICE JAMES L. RYAN

APPENDIX C

COVER LETTER FROM JUSTICE JAMES L. RYAN

MARY S. SOLEMA
CHIEF JUSTICE
THOMAS G. KAVANAGH
G. MENNEN WILLIAMS
CHARLES L. LEVIN
JOHN W. FITZGERALD
JAMES L. RYAN
BLAIR MOODY, JR.
RETIRED JUSTICE
HAROLD HOOD
CLERK

Supreme Court
LANSING, MICHIGAN
48909

October 3, 1980

Dear Judge:

As you know, the Michigan Judicial Institute is constantly striving to find better ways of serving you through its continuing education programs.

To assist us in this goal, we need to gather some information from you which will give us a better insight into the reasons why judges participate in judicial education programs. With this type of information, the Institute will be better able to meet your needs and those of the judiciary as a whole.

To gather this information in a way which is most convenient to you and will not impose on your busy trial docket, we have developed a short two-page questionnaire which will require only a few minutes to complete. In most cases, you only have to circle the appropriate response. You will also note that we have designed the questionnaire so that your response is anonymous, and therefore, completely confidential.

Please complete both sides of the questionnaire and return it to the Institute in the prepaid envelope which is enclosed for your convenience. We would like to receive your response by October 20, 1980.

When I was asked to supervise the activities of the Institute, I resolved that we would not needlessly burden you. This request for your assistance represents the first time in the three year history of the Institute that we have conducted a survey of all the trial judges in Michigan. We are doing so now only because we feel strongly that you alone can provide us with the necessary insight, and so I ask you to take the few minutes necessary to complete and return this questionnaire.

Thank you in advance for your support. I remain,

Truly yours,

James L. Ryan

JLR/DMC/vc

Enclosures

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